Impact on P-12 Learning and Development

The RMU Teacher Work Sample (TWS) capstone project was developed in 2011-12 by a committee led by the Education Department Head and based on the work of the Renaissance Group. The Teacher Work Sample (TWS) is the capstone assignment completed during student teaching for students seeking initial certification in the teacher education program. The TWS is an authentic teaching experience that asks the student to design and deliver an effective sequence of 4-6 lessons, employ meaningful classroom learning, analyze his/her students’ pre/post assessment data, use current research to support decision-making, and reflect on the teaching experience. Candidates are scored on items using a 3 point Likert scale where 1=not evident, 2=developing skills, and 3=target skills. Results for initial certification candidates are presented in Table 1 and indicate that candidates have target skills to impact P-12 learning and development.

Table 1. Teacher Work Sample Rubric Ratings
Fall 2015 - Spring 2019
Early Childhood, Early Childhood / Special Education,
Middle Level, BCIT and Secondary Education Program Completers
Undergraduate and Post-Baccalaureate

<table>
<thead>
<tr>
<th>TWS Assessment</th>
<th>Fall 15-Spring 16</th>
<th>Fall 16 – Spring 17</th>
<th>Fall 17 – Spring 18</th>
<th>Fall 18-Spring 19</th>
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<tbody>
<tr>
<td>Goals and Objectives</td>
<td>n  42</td>
<td>M  2.98</td>
<td>n  35</td>
<td>M  2.89</td>
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<tr>
<td>Contextual Data Adaptation</td>
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<td>M  2.71</td>
<td>n  35</td>
<td>M  2.66</td>
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<tr>
<td>Assessment Plan</td>
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<td>M  2.93</td>
<td>n  35</td>
<td>M  2.69</td>
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<td>Adaptations</td>
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<td>n  35</td>
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<td>Instructional Design (B)</td>
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<td>M  2.69</td>
<td>n  35</td>
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<td>M  2.74</td>
<td>n  35</td>
<td>M  2.74</td>
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<td>Impact on K-12 Student Learning</td>
<td>n  42</td>
<td>M  2.93</td>
<td>n  35</td>
<td>M  2.97</td>
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<tr>
<td>Self Evaluations: Reflections</td>
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<td>n  35</td>
<td>M  2.89</td>
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NOTE: TWS Rubric Category #3 – “Assessment Plan” changed to “Adaptations” in Fall 17-Spring 18.
Candidates in advanced programs complete an Advanced Teacher Work Sample based on the TWS. The ATWS is tailored to the content area. Results for candidates in the Reading Specialist program are presented in Table 2. Please note that there were no candidates in the practicum for Summer 2018 completing the ATWS.

Table 2. The Advanced Teacher Work Sample for Reading Specialist Programs (2015/16–2018/19)

<table>
<thead>
<tr>
<th>Case Study: Goals and Objectives</th>
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<th>1 - Needs Improvement</th>
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<th>1 - Needs Improvement</th>
<th>Spring 2019</th>
<th>1 - Needs Improvement</th>
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</table>
Candidates in the Master of Education Special Education program complete an ATWS and the results of this assignment are presented in Table 3.

Table 3. Advanced Teacher Work Sample Mean Criteria Scores for Master of Education, Special Education Certification Programs (2015/16–2018/19)

<table>
<thead>
<tr>
<th>Goal and Objective</th>
<th>Fall 15–Spring 16 (n=7)</th>
<th>Fall 16–Spring 17 (n=6)</th>
<th>Fall 17–Spring 19 (n=2)</th>
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<tbody>
<tr>
<td>Goals and Objectives</td>
<td>M</td>
<td>M</td>
<td>M</td>
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<tr>
<td>Contextual Data and Adaptations</td>
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<td>3.00</td>
<td>2.5</td>
</tr>
<tr>
<td>Special Needs and General IEP Adaptations</td>
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<td>Pre-Assessment Plan and Data Analysis</td>
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<td>Implementation of Instructional Design</td>
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<td>Post Assessment Data and Analysis</td>
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<td>Impact on K–12 Student Learning</td>
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<td>Self-Evaluations and Reflections</td>
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</table>
Candidates in the principal program complete an Advanced Principal Work Sample and results for 2018-2019 are presented below.